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ABSTRACT

This first edition of the OHRO (Office of Health Resources Opportunity) Digest contains brief summaries of each active project in the Health Careers Opportunity Grant Program. (Projects funded under this federal program are designed to increase the number of health professionals from disadvantaged backgrounds. The project grants meet costs related to the following needs of the disadvantaged: (1) identification, recruitment, and selection, (2) school entry facilitation, (3) counseling or other services, (4) access to preliminary education, and (5) information regarding financial aid sources.) Introductory sections contain description of the background of federal health career opportunity granting projects and legislation; a copy of the Health Professions Educational Assistance Act, which is the origin of the current health career opportunity program; and a table of active projects and funds awarded in the health career opportunity program by state and fiscal year. The major contents are the abstracts of ninety-nine projects listed alphabetically by state. Each abstract includes the institution's name, the project name, project dates, amount of funding, the program purpose, the target group, and the program plan. (CSS)

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OHRO

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HEALTH CAREER OPPORTUNITY GRANTS FOR THE DISADVANTAGED

CE 017 802

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Public Health Service
Health Resources Administration

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OFFICE OF HEALTH RESOURCES OPPORTUNITY
Health Resources Administration
Department of Health, Education, and Welfare

We are pleased to send you the first issue of the *OHRO DIGEST*. This issue describes each active project, as of January 1978, in the Health Careers Opportunity Program (HCOP). This information will be updated annually and published in future Digests.

Projects funded under HCOP are designed to increase the number of health professionals from disadvantaged backgrounds. Please note that in the Motivation and Retention paragraphs in the Background section, the references to "allied health professions" should read "health professions."

Also, note that some activities described in the project summaries are not eligible for HCOP funding; however, they were included since they are an inherent part of the project and enhance the total project effort.

Clay E. Simpson, Jr., Ph.D.
Associate Administrator for
Health Resources Opportunity
Programs
Health Resources Administration

February 1978

OHRO

digest

HEALTH CAREER OPPORTUNITY GRANTS FOR THE DISADVANTAGED

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Public Health Service
Health Resources Administration
Office of Health Resources Opportunity

DHEW Publication No. (HRA) 78-624

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Foreword

The mission of the Health Resources Administration (HRA) is to identify and correct current and anticipated imbalances, inefficiencies, and deficiencies in the distribution, supply, utilization, and cost of health care resources and services for the Nation. The disadvantaged present the greatest challenge to the fulfillment of the HRA mission.

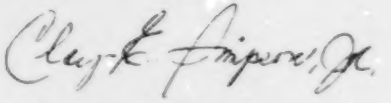
The Office of Health Resources Opportunity (OHRO) was established in HRA in 1973; it is that part of the Agency which focuses on these imbalances, inefficiencies, and deficiencies from the perspective of the disadvantaged. OHRO's major goals are to promote equal access to health careers and health services for the disadvantaged.

OHRO accomplishes its mission by developing HRA policy, plans, and procedures relating to the disadvantaged; formulating legislative recommendations; coordination and liaison; administering grants and contracts; and compiling, analyzing, and disseminating information on the health status and problems of the disadvantaged.

A fundamental concern of OHRO is the involvement of the public in the policy and decision making processes of Government programs concerned with health care planning, delivery, and resources development. By disseminating important, reliable, and timely information, OHRO hopes to contribute to this process.

With this view in mind, OHRO has developed the *OHRO Digest* series. The primary purpose of this series is to inform the public of the latest developments and activities in HRA that impact or have potential impact on health career opportunities and services for the disadvantaged.

The information to be reported in this series will cover a variety of topics: new and proposed legislation, grants and contracts, findings of research and evaluation studies, and health status, planning, and resources statistics.



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Preface

This first edition of the *OHRO Digest* contains brief summaries of each *active* project in the Health Career Opportunity Grant Program. The summaries specify the target health discipline and population, the primary objectives and major activities, the educational level of the participants, and project period and amount of the award. It should be noted that the project period indicates the number of years of continuous support, and the amount of the award is estimated since future years' support are subject to adjustment.

This issue primarily was prepared by Patricia VonBargen, Program Analyst, Research and Evaluation Branch; Arthur Testoff, Chief. Although many persons assisted, special mention should be made of the contributions of Sonia M. Leon Reig and Lucille Brayboy of OHRO's Program Coordination Branch.

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Background

The representation of the socioeconomically and educationally disadvantaged population in the Nation's health manpower supply has been historically low, and for some health professions, nonexistent. In an attempt to correct this situation, many new activities based on legislative mandate have been developed, supported, and implemented during the last decade with the purpose of increasing the numbers of minority health professionals.

One such activity, the Special Health Career Opportunity Grant (SHCOG) Program, was created in 1972 as Section 774(b) of the Health Manpower Education Initiative Awards (HMEIA) component of the Comprehensive Health Manpower Training Act of 1971. It provided support to public or private nonprofit health or educational entities.

These institutions or organizations designed, and with Federal funding, implemented projects which identified, motivated, recruited, and retained socioeconomically and educationally disadvantaged individuals pursuing one of the seven major health professions (medicine, osteopathy, dentistry, veterinary medicine, optometry, podiatry, and pharmacy), and others in public health or allied health. Funding for this Program was tied to a formula which received a minimum of $5 million but not more than 15 percent of the total HMEIA appropriation. Table I reflects a historical view of the Program.

The entities funded by the SHCOG Program were: educational institutions, such as secondary schools, colleges, universities, and health professions schools; organizations, such as national health and educational associations, foundations, and tribal governments; and hospitals. The target population included Blacks, Hispanics, American Indians, Alaska Natives, Asian Americans, disadvantaged Whites, veterans, and women.

The health career opportunity program currently is being continued under the Health Professions Educational Assistance Act of 1976 (P.L. 94-484), Section 787, reproduced on page 3. Contract authority has been added and the appropriation formula eliminated. The new program will be continued until fiscal year 1980 with the same objectives and eligibility requirements as stated below.

The funded projects have encompassed a variety of programmatic objectives:

Motivation - The function of a motivational objective is to convey accurate information and expectations to potential minority and women allied health

professionals and to stimulate their interest in pursuing such a career. Programs which have motivation activity components include dissemination of information, role models (individuals who represent an allied health profession and serve as a standard for imitation or comparison), and exposure through lectures, films, field trips, and related job experiences. This objective assists students at the senior high school and college undergraduate levels. These programs usually occur during the summer, after school, or on weekends.

Identification - This objective is the process of identifying recipients through the development of a detailed selection criteria, utilizing interviews and counseling.

Recruitment - The ultimate purpose of this objective is the actual enrollment of individuals into a program. Much of the activity of a recruitment program is geared toward reducing or eliminating problems that minority and women students may encounter in admission and enrollment in preprofessional or professional schools. Recruitment program components are often role model activities, exposure through films, lectures, seminars, etc., a network of interviews and counseling programs conducted by the program staff with high school and college students; and undergraduate level training which may include basic science courses, communication skills, laboratory techniques, and test-taking techniques. The recipients are generally high school graduates and college undergraduate students.

Retention - The goals of retention activities include remediation and reinforcement programs which assist students in entering allied health professions schools and in remaining in the school until graduation. Retention activities include coursework in the health sciences, math or other health-related curricula, and strong career and academic counseling and tutoring programs. These programs are directed toward the undergraduate preprofessional and professional education levels, and are usually conducted during the summer or after school.

Clearinghouse of Information - This activity provides basic information on various items dealing with enrollment of students in health education programs — such as sources of financial aid, and academic and admission requirements.

The Law

Public Law 94-484
94th Congress

An Act

To amend the Public Health Service Act to revise and extend the programs of assistance under title VII for training in the health and allied health professions, to revise the National Health Service Corps program and the National Health Service Corps scholarship training program, and for other purposes.

Oct. 12, 1976
[H.R. 5546]

"EDUCATIONAL ASSISTANCE TO INDIVIDUALS FROM DISADVANTAGED BACKGROUNDS

"SEC. 787. (a)(1) For the purpose of assisting individuals from disadvantaged backgrounds, as determined in accordance with criteria prescribed by the Secretary, to undertake education to enter a health profession, the Secretary may make grants to and enter into contracts with schools of medicine, osteopathy, public health, dentistry, veterinary medicine, optometry, pharmacy, and podiatry and other public or private nonprofit health or educational entities to assist in meeting the costs described in paragraph (2).

"(2) A grant or contract under paragraph (1) may be used by the health or educational entity to meet the cost of—

"(A) identifying, recruiting, and selecting individuals from disadvantaged backgrounds, as so determined, for education and training in a health profession,

"(B) facilitating the entry of such individuals into such a school,

"(C) providing counseling or other services designed to assist such individuals to complete successfully their education at such a school,

"(D) providing, for a period prior to the entry of such individuals into the regular course of education of such a school, preliminary education designed to assist them to complete successfully such regular course of education at such a school, or referring such individuals to institutions providing such preliminary education, and

"(E) publicizing existing sources of financial aid available to students in the education program of such a school or who are undertaking training necessary to qualify them to enroll in such a program.

"(b) There are authorized to be appropriated $20,000,000 for the fiscal year ending September 30, 1978, $20,000,000 for the fiscal year ending September 30, 1979, and $20,000,000 for the fiscal year ending September 30, 1980, for payments under grants and contracts under subsection (a).

Appropriation authorization.

TABLE I: Number of Active Projects and Funds Awarded in the Health Career Opportunity Program by State and Fiscal Year

			Fiscal Year											
	Total		1972		1973		1974		1975		1976		1977	
State	No.[1]	Amount	No.	Amount	No.	Amount	No.	Amount	No.	Amount	No.	Amount	No.	Amount
Alabama	4	$1,456,447	2	$255,436	2	$256,990	2	$320,629	4	$209,821	4	$199,460	4	$214,111
Alaska	2	543,516	-	-	-	-	1	419,009	-	-	-	-	-	-
Arizona	3	1,768,282	1	156,535	2	447,277	2	433,641	2	292,282	1	118,800	2	319,747
Arkansas	-	-	-	-	-	-	-	-	-	-	-	-	-	-
California	8	3,167,441	7	662,885	7	619,532	6	545,456	4	371,820	4	425,988	5	541,760
Colorado	1	95,033	-	-	-	-	-	-	-	-	-	-	-	-
Connecticut	2	172,148	-	-	-	-	1	24,442	1	21,937	1	33,975	2	91,794
Delaware	-	-	-	-	-	-	-	-	-	-	-	-	-	-
District of Columbia	5	1,859,775	2	417,717	2	337,526	3	284,696	3	202,699	2	161,238	4	455,899
Florida	2	178,728	-	-	-	-	-	-	-	-	1	27,000	2	151,728
Georgia	5	1,255,357	2	144,807	2	204,934	3	291,636	3	160,270	3	163,109	4	290,601
Hawaii	1	633,459	1	66,242	1	97,951	1	113,941	1	113,607	1	119,336	1	122,382
Idaho	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Illinois	3	5 0,890	-	-	-	-	1	54,864	1	48,277	2	136,762	3	270,987
Indiana	2	190,429	-	-	-	-	2	39,393	2	45,629	2	52,042	2	53,365
Iowa	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kansas	3	776,720	2	76,967	2	79,927	3	155,865	3	152,000	3	155,000	3	156,961
Kentucky	1	97,176	-	-	-	-	-	-	1	32,400	1	32,400	1	32,376
Louisiana	5	1,310,237	2	193,359	2	192,688	2	189,031	1	91,653	1	91,732	3	551,774
Maine	1	42,374	-	-					1	27,010	1	15,364	-	-
Maryland	1	188,285	1	59,425	1	59,585	1	33,419	1	35,856	-	-	-	-
Massachusetts	7	2,823,707	1	371,089	1	340,604	4	396,712	4	521,869	4	570,013	4	623,420
Michigan	2	790,641	1	88,558	1	87,728	1	76,028	1	148,232	1	155,491	2	234,604
Minnesota	5	1,754,112	3	339,647	3	351,819	3	333,751	2	257,918	2	216,528	2	254,449

Mississippi	5	2,174,212	2	404,664	3	423,909	3	445,705	4	268,536	3	214,685	4	418,713
Missouri	3	487,620	-	-	-	-	-	-	3	179,961	2	$153,630	2	154,029
Montana	3	509,925	-	-	1	14,677	-	-	2	156,685	2	99,156	3	239,407
Nebraska	2	339,312	-	-	-	-	1	159,804	-	-	2	113,420	1	66,088
Nevada	3	240,537	-	-	-	-	1	74,684	1	72,770	-	-	2	93,083
New Hampshire	-	-	-	-	-	-	-	-	-	-	-	-	-	-
New Jersey	2	628,383	1	131,307	1	131,326	1	128,030	1	37,520	1	87,200	1	113,000
New Mexico	1	466,040	1	71,753	1	88,035	1	85,914	1	85,456	1	78,517	1	56,365
New York	14	3,268,641	2	238,085	2	73,507	4	380,803	10	839,410	9	794,266	10	942,570
North Carolina	2	254,832	-	-	-	-	-	-	1	49,998	1	49,998	2	154,836
North Dakota	1	1,072,675	1	350,106	1	304,136	1	304,136	1	114,297	-	-	-	-
Ohio	2	504,229	-	-	-	-	-	-	2	153,024	2	189,411	2	161,794
Oklahoma	6	1,059,869	1	110,400	2	111,214	3	156,865	3	147,550	3	176,023	4	364,843
Oregon	1	67,568	-	-	-	-	-	-	1	23,544	1	21,800	1	22,224
Pennsylvania	8	2,873,029	5	356,027	5	437,683	4	580,749	4	432,045	4	436,415	5	630,110
Rhode Island	1	134,409	-	-	-	-	-	-	1	34,919	1	46,957	1	52,533
South Carolina	2	830,271	1	98,802	2	283,145	2	233,842	1	214,482	-	-	-	-
South Dakota	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tennessee	4	1,476,000	2	325,020	2	322,341	3	303,250	3	171,214	4	204,138	3	150,037
Texas	5	1,172,852	1	83,131	1	88,739	3	193,866	5	351,894	4	217,395	4	237,827
Utah	1	39,428	-	-	-	-	-	-	1	36,404	-	-	1	3,024
Vermont	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Virginia	2	183,009	-	-	-	-	-	-	1	40,000	1	43,936	2	99,073
Washington	6	1,248,362	-		-	-	3	232,886	5	435,393	4	398,907	2	181,176
West Virginia	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Wisconsin	2	94,196	-	-	-	-	-	-	1	22,626	1	19,408	2	52,163
Wyoming	-	-	-	-	-	-	-	-	-	-				
Puerto Rico	1	102,079	-	-	-	-	-	-	-	-	-	-	1	102,079
TOTAL	139	$38,653,950	42	$4,940,537	47	$5,295,688	66	$6,959,628	86	$6,565,152	80	$6,019,500	99	$8,880,471

(1) Unduplicated count of projects; renewed projects without a break in project period are counted once; otherwise, they are counted as new projects.

Abstracts

ALABAMA

Tuskegee Institute September 1972-August 1978
Tuskegee Institute, Alabama $654,166

Minority Health Career Opportunities at Tuskegee

The program is designed to identify, recruit, and train persons with adequate knowledge, motivation and skills to qualify for admission to any professional school training in the area of health occupations or service. By serving the precollege students, the project will upgrade basic academic skills to the end of academically qualifying, or preparing, such students for preliminary health professions training or training in allied health service. The 50 college undergraduates receive health career-oriented counseling, tutoring, financial aid advisement, limited (financial) support for professional school interview trips, help with textbook acquisition, health career information, placement, and referral services.

Tuskegee Institute September 1975-June 1978
School of Veterinary Medicine $192,900
Tuskegee Institute, Alabama

Academic Reinforcement with Survival Skills and Science

The projects contain a two-phase academic reinforcement program. The first phase is a Summer Pre-Entry Program which provides an intensive 10-week experience for approximately 20 accepted students in a Survival Skill-Problem Solving/Science Exposure Program. The second phase of the project includes a program of academic reinforcement activities which continue on a supportive basis throughout the year. The survival skill/science exposure components will be accomplished by a comprehensive 10-week course designed to provide an introduction, survival skills, and problem solving strategies for the corresponding first-year professional courses. Monitoring, counseling, and supportive reinforcements for the student will continue throughout the first school year. Trainees will be selected from the pool of minority students who have completed at least 2 years of college study and have been admitted to the School of Veterinary Medicine.

University of Alabama July 1975-June 1978
Schools of Dentistry and Optometry $58,000
Birmingham, Alabama

Minority Health Careers in Dentistry and Optometry

The program is designed to interest, recruit, and retain disadvantaged, minority, and women students in the professions of dentistry and optometry. The recruitment phase will involve the ongoing specific efforts of the faculties and students of the Schools of Optometry and Dentistry which are supported by local and capitation funds to interest and recruit such students. This phase will complement the activities of the Project Black Awareness-Health Careers Organization of the University which deals with recruitment of disadvantaged and minority students for all health professions. The retention phase is designed to retain such students in the professions of dentistry and optometry through a formalized sociological and academic reinforcement program. A course to assist students in learning their academic strengths and weaknesses, tutorial assistance, and student advisors are included in the retention program.

University of Alabama July 1972-June 1978
School of Public and Allied Health $551,381
Birmingham, Alabama

Project Black Awareness-Health Careers

The purpose of this project is to increase the awareness of and training of Alabama's black youth, aged 10-24, in health careers, health career training programs available in Alabama and other areas, and the health-oriented job opportunities that are projected over the next decade. A team of health career counselors, which, through utilizing Alabama's eight subregions for health and economic planning, will facilitate the entry of more Black Americans into health career training programs. The project has four main components: to disseminate health career information; to acquaint counselors and guidance personnel in the academic setting with the vast array of health career opportunities, financial aid mechanisms, and "Black oriented" materials; to provide a health career counseling service to veterans and other Blacks who are no longer in an academic setting; and, to recruit more Blacks to health professional schools.

ALASKA

Alaska Federation of Natives, Inc. July 1977-June 1980
Anchorage, Alaska $777,666
Alaska Native Health Career Development Program

The program identifies Alaska minority and disadvantaged individuals who are pursuing health professions and those with a potential for education in the health professions. Once identified, those students pursuing medicine, optometry, dentistry, veterinary medicine, osteopathy, pharmacy, podiatry, public health are assisted by counseling, tutoring, financial aid information, admission applications information, preprofessional advisement and traineeships, to increase their chances of admission to and retention in professional schools. These accredited traineeships are geared to each individual student and are dependent upon the level of education, career interest, and background. Individual objectives are developed that will strengthen a student's ability to gain admission to a professional school.

ARIZONA

Hopi Tribe July 1977-June 1980
Oraibi, Arizona $526,410
Hopi Health Professions Development Program

The Hopi Health Professions Development Program is designed to motivate Hopi students into selecting careers in the health professions and other health service areas. This is accomplished by providing a long-range, longitudinal Career Education/Health Careers exposure program to students from kindergarten through college. At the high school and college levels, students are selected on the basis of their academic ability and interest. They then are given a comprehensive preceptorship experience in health services and an in-school supportive program of tutoring, counseling, financial aids, exposure and other personal support from the professional staff.

University of Arizona July 1972-August 1980
Health Science Center $1,109,11[illegible]
Tucson, Arizona
Arizona MED-Start Program

The primary objective of the Arizona MED-Start Program is to identify, recruit, train, and retain minority and socially/economically disadvantaged students to survive the rigors of academia and have the opportunity for selection into health professional schools and prepare for careers in health care delivery. The Program consists of Academic Year and Summer Program phases. The former focuses on the recruitment, leadership training, and retention efforts; the latter on clinical work experiences and academic survival skill training in the basic sciences, English, and mathematics. The MED-Start Clubs in Arizona high schools and community colleges are vehicles for identification and recruitment, as well as health career information and counseling.

CALIFORNIA

Federacion Rural de Salud de California July 1977-June 1980
Fresno, California $520,314

Federacion Health Manpower Recruitment Project

The main purpose of the program is to identify, recruit, counsel, and place Hispanic health-science students in Federacion health centers, thereby integrating academic and community education. Supportive services in curriculum planning, transcript evaluation, financial aid, housing, application information, and counseling are provided to strengthen retention in a health career pathway. Interaction with Migrant Programs provides field opportunities to work with a "patient" population as do the clinics in which the students man responsible assignments related to overall clinic efforts, particularly since these serve a heavy migrant, Hispanic origin population. Interaction with colleges and universities throughout the State provides updated information and input in admission policies and information on application.

The Regents University of California September 1977-September 1979
School of Public Health $130,496
Berkeley, California

Recruitment of Native Americans to Public Health

This project proposes to secure the skills and commitment needed for a large multiregional student identification, recruitment, enrollment, and retention program in public health for Native Americans. This shall be accomplished through the use of graduate students from the Master of Public Health Degree Program for Native Americans, School of Public Health, University of California, Berkeley, in conjunction with other innovative program elements. Emphasis will be placed on the identification, recruitment, and enrollment of Indian students from areas of large Indian populations with inadequate numbers of trained health professionals, and toward the development of a responsible commitment to Indian graduate education from the other schools of public health in America.

University of California September 1972-August 1978
School of Dentistry $797,509
San Francisco, California

Recruitment and Retention for Disadvantaged and Minority

The major thrust of this program is a tutorial program for the preclinical and basic science courses. Faculty instructors in the courses train student tutors to assist those students who are in need of academic assistance. Small study groups with their peers are then arranged for the student leaders to share their knowledge and information. A summer Orientation Program has been established as a transitional step to help first-year dental students get used to

the routine of dental school. The main focus of the program is to help the students acquire their laboratory skills which they will utilize in their professional careers. Didactic courses which somewhat simulate the actual school courses are also offered to give these students some familiarity with the dental curriculum. Women make up approximately one-third of the total minority participants.

University of California September 1972-August 1978
School of Pharmacy $193,245
San Francisco, California

Pharmacy Minority Enrollment Program

The program functions as follows: Cluster groups of 10-15 students each are organized among students in 10 Los Angeles high schools for a total of at least 225 students. The students, Black or Chicano, remain in the cluster groups throughout high school and the first 3 years of undergraduate study in college. These students participate in a joint study/tutorial program designed to elevate their scholastic aspirations toward the pursuit of a premedical college curriculum. The program emphasizes academic skills, familiarity with the medical world, and reinforcement in cultural identity and community pride. Through community reinforcement, the expectation that the student will practice medicine in his/her home community is also reinforced. Family Core Units have been formed as a program component. Through these units, parents and students meet with health professionals to learn about the academic opportunities for their children, including siblings.

University of Southern California September 1972-August 1978
School of Medicine $610,766
Los Angeles, California

High School Cluster Group Program for Minority Students

Cluster groups of 10-15 students each are organized among students in 10 Los Angeles High Schools for a total of at least 225 students. The students, Black or Chicano, remain in the cluster groups throughout high school and the first 3 years of undergraduate study in college. They participate in a joint study/tutorial program designed to evaluate their scholastic aspirations towards the pursuit of a premedical college curriculum. The program emphasizes academic skills, familiarity with the medical world and reinforcement in cultural identity and community pride. Through the community reinforcement, the expectation that the student will practice medicine in his home community is also reinforced. Family Core Units have been formed. Parents and students meet with health professionals to learn about the academic opportunities for their children, including siblings.

COLORADO

Metropolitan State College September 1977-August 1980
School of Science-Mathematics $272,715
Denver, Colorado

Health Careers Options for Minority Students

The purpose of the program is to identify and select minority students and provide them with the academic and counseling services needed to prepare for enrollment in a health career program. The level of training is at the undergraduate level and involves the disciplines of mathematics, physics, chemistry, and biology. The program is comprehensive in scope, providing services beginning in the senior year of high school and continues until the student is enrolled in a health career program or until the student becomes academically self-supporting in a prehealth career program such as premedical studies. The program provides academic ability assessment, career planning, and academic skill reinforcement in order to place or enroll a maximum number of students in health career programs. Target populations will include Black Americans, Native Americans, and Mexican Americans.

CONNECTICUT

Connecticut College July 1977-June 1980
New London, Connecticut $164,752

Minority Post-Baccalaureate Pre-Medical Program

The program seeks funds to support 10 minority men and women from varied occupational and professional backgrounds which include teaching, counseling, social work, and education administration. Some will enter immediately after college, others from the work force. All will hold a Bachelor of Arts degree. Others may have earned a Master of Arts degree. The program aids them in redirecting their careers into medicine. Students who are chosen have demonstrated success in other fields and are potentially realistic candidates for medical school. They spend 1 year at Connecticut College enrolled in the regular undergraduate biology, chemistry, and physics laboratory courses which are prerequisites for entry into medical school. Students receive supportive tutorial aid from volunteer science professionals. They also are counseled and assisted in their application process to medical schools. Participants in the program are primarily Black Americans.

Quinnipiac College June 1974-June 1978
Hamden, Connecticut $116,508

Academic Assistance Project for Allied Health Careers

This 6-week intensive summer program has as its objective to train members of minority and disadvantaged groups and military veterans preparing for en-

try into allied health careers curricula at the associate of baccalaureate level. Students are provided training in four academic areas: Developmental reading, composition, mathematics, and biology. Students attend classes in each area 4 days a week; 1 day a week is devoted to a tutorial, self-paced learning session. Tutorial services are also provided to students in the dormitories each evening, Sunday through Thursday. Supplemental orientation sessions focus on college life and study techniques, allied health curricula, and specialized programs and facilities.

DISTRICT OF COLUMBIA

Georgetown University
School of Medicine
Washington, D.C.

July 1975-June 1978
$267,374

Medical-Dental Health Careers Programs

The program offers academic support and specialized counseling to enhance entry into medical or dental school. The purpose of this program is to: Identify interest, motivate, and assist Washington, D.C. residents from disadvantaged backgrounds in obtaining admission into medical and/or dental school; train minority health professionals who will, in all likelihood, be interested and willing to service urban disadvantaged communities; provide an academic experience to disadvantaged youths from Washington which will not only enhance their chances of admission, but better assure their retention in medical and/or dental school; provide a counseling program that is continuous preventive, rather than crises oriented. This career counseling program will continue from the sophomore year through professional school.

Howard University
College of Dentistry
Washington, D.C.

September 1972-August 1978
$231,440

Pre-Dental School Preparation Program

The Academic Reinforcement Program (ARP) will consist of prematriculation and matriculation phases as major components of its total function. The prematriculation phase is an intensive 8-week summer program which evaluates and enhances the intellectual and practical potential and aptitudes of 30 Black students for a dental career by measuring and assessing the student's capabilities, interest and aptitude; orienting and introducing the student to the rigors and demands of dental education and providing a program to improve the student's performance and enhance successful completion of the dental educational program. The matriculation phase will provide continuous academic and practical assistance from the first year through graduation.

Howard University
College of Medicine
Washington, D.C.

July 1977-June 1980
$514,553

Howard University Health Careers Program

The major components of this program follow: A summer program for 40 high school students has been developed; three 1-day symposia for junior and senior high school students are ongoing; a series of high school visits by Howard health professions students have been sponsored; preparing students for the Scholastic Aptitude Test, tutoring, counseling, and evaluation are also activities. Results are intended to increase the pool of Black disadvantaged students in health professions schools.

National Council of Negro Women, Inc.
Washington, D.C.

July 1975-June 1978
$193,320

National Council of Negro Women Health Careers Project

This is a New York City-based health careers project to recruit disadvantaged Blacks, Hispanics, women, veterans, secondary school students, and other educationally and economically deprived individuals for education and training in the most needed health professions and health-related fields. Program objectives and goals are achieved through program components of: identification and recruitment; individualized career guidance, and consultative services; financial assistance; participant support services; followup; and evaluation. Participants are assisted to qualify and enroll in accredited educational training programs; referred to identified sources of financial aid; provided with supportive services based on individual need.

FLORIDA

Bethune-Cookman College
Daytona Beach, Florida

September 1977-August 1980
$364,360

Minorities and the Health Professions

This program is designed to take the educationally disadvantaged student at the high school level; provide skill and content learning experiences needed for successful undergraduate training; assist in securing financial aid for and enrollment into college training; provide retention service during college and precollege training; and, assist in locating and enrolling in a professional graduate health care school. This comprehensive program will take students from high school and guide them to the graduate health care training experience. Participants in the program are primarily Black Americans.

Florida A.&M. University July 1976-June 1979
School of Pharmacy $80,080
Tallahassee, Florida

Health Sciences Careers Orientation Program

The project is designed to acquaint students at an early stage of their academic training with the needs and problems of health care services, and to help bridge the academic and cultural gap exhibited by many students from the secondary schools who are now entering colleges. Decreasing the attrition rate of students in health sciences is another primary goal. Special learning experiences are provided for high school graduates who are minorities, women, and/or in a low income bracket from medically underserved areas. The trainees are brought to the campus and evaluated for strengths and weaknesses in health sciences; they are given material designed to strengthen their weaknesses, and are re-evaluated. Visits to health care facilities are provided with interaction through lectures and seminars regarding health careers.

GEORGIA

Clark College September 1977-September 1980
Biology Department $385,623
Atlanta, Georgia

Increasing Minorities in the Health Professions

The objective of the program is to increase the number of Black students qualified to compete for positions in the health professional schools of medicine, dentistry, osteopathy, optometry, pharmacy, veterinary medicine, public health, and other related fields. The project includes the establishment of a Health Careers Office and summer programs for high school and undergraduate students. Activities encompass a Health Careers Office which collects and provides information about health careers, summer enrichment programs for students interested in the health professions, schools for training health professionals; a High School Summer Program which is designed to increase skills in test taking, communications, and mathematics; and, an Undergraduate Program which emphasizes seminars and field trips, vocabulary, and chemistry and biology interrelationships.

Medical College of Georgia September 1972-August 1978
Augusta, Georgia $395,449

Summer Bio-medical for Minorities/Disadvantaged

The project is designed to recruit and prepare racial minority members for career fields in medicine, dentistry, nursing, health, basic sciences, and allied health. The immediate purpose of the project is to provide learning experiences for selected minority students that will better prepare and motivate them for formal entry into educational programs directed toward health careers. A further purpose is to support the Medical College of Georgia Minority Student Affairs Program for enrolled students. For 8 weeks, 40 minority students (20 college, 20 high school) will participate in scheduled classroom, laboratory, and clinical observation/simulation activities designed to enhance their preparation and motivation for formal entry into health careers curricula.

National Optometric Association July 1972-August 1978
Atlanta, Georgia $545,015

Increasing Optometric Manpower

This grant funds activities directed at identifying, recruiting, and assisting minority students with a potential for optometric training to enroll in a school of optometry. A summer orientation is conducted for entering students. The program enhances cooperative efforts with 13 U.S. schools of optometry and the American Optometric Association. Other activities include the assisting of graduates in the location and details of a new practice. Participants are Black Americans, Mexican Americans, Native Americans, Puerto Ricans, Jamaicans, Africans, and Cubans.

Spelman College July 1975-June 1978
Atlanta, Georgia $71,652

Increasing Minority Females in Health Professions Schools

Spelman College has developed a program which seeks to eliminate the barriers to Black females in the health professions through a coordinated Health Careers Program. The College seeks to identify those disadvantaged students in its target population whose careers interests incude the field of health care and assist them in enrolling in professional and graduate schools through a program which: upgrades the performance of students on standardized tests; meets the inherent deficiencies in these students' educational backgrounds through intensive counseling sessions, tutorial services, test-study sessions; site visits to health care facilities; follow each student's progress throughout the undergraduate career; and maintain contact with professional schools in order to stay abreast of their requirements.

HAWAII

University of Hawaii
School of Medicine
Honolulu, Hawaii

September 1972-August 1978
$633,459

Imi Ho'ola (Those Who Seek to Heal)

The objectives of the program are to increase the number of Micronesians and Polynesians in the field of medicine, to provide an opportunity for those who come from socioeconomic educationally less advantaged backgrounds to enter medicine, to provide opportunities for individuals who have strong commitments for service to underserved areas, i.e., rural sectors of Hawaii and the islands of the Pacific.

ILLINOIS

Board of Trustees of
Southern Illinois University
Carbondale, Illinois

June 1974-May 1979
$222,140

Medical Education Preparatory Program (MEDPREP)

This grant supports three MEDPREP projects: the Outreach Tutorial Project; the Learning Skills Project, and the Shadow Project. Outreach tutors MEDPREP students and provides tutorial assistance in basic sciences to freshman and sophomore-level minority and disadvantaged students preparing for careers in health fields. The Learning Skills Project coordinates courses designed to assist more advanced minority and disadvantaged premedical and predental students to identify and correct basic deficiencies in study, reading, writing, and other basic skills as an integral part of MEDPREP's comprehensive preprofessional preparatory curriculum. The Shadow Project provides an opportunity for advanced MEDPREP students to interact with medical students on a one-to-one basis to increase knowledge of and motivation toward a career in medicine. The Outreach and Shadow Projects also provide financial assistance to MEDPREP and first-year medical students.

University of Illinois September 1978-September 1980
College of Medicine $404,319
Chicago, Illinois

Admit, Retain, and Graduate Minorities in Medicine

This program, which supports primarily Black American and Hispanic students, has three major components which provide a prematriculation Summer Program for newly admitted medical students; provide, during the first year of medical school, expanded academic assistance, and, provide a post first-year preparatory program for the National Board Examination, Part I. Various learning resources are utilized during all phases of the program, including a tutorial network and faculty advisory system. A faculty seminar approach has been developed and oriented toward preparation for the National Board Examination. An evaluation plan is included as an integral part of the overall project.

University of Illinois Medical Center July 1975-June 1978
College of Dentistry $147,033
Chicago, Illinois

Recruit, Admit, and Retain Minorities in Dentistry

The purpose of this grant is to operate and further expand a program which identifies, admits, retains, and graduates carefully selected minority students who are DDS candidates. The program offers to predental students a full range of academic counseling and advising, as well as assistance in applying to, and acceptance into, dental schools. Academic retention is increased through a prematriculation summer program for predental and entering students, and individual and group tutorials for matriculating students. Participants include Blacks, Mexican Americans, Native Americans, and Puerto Ricans.

INDIANA

Indiana University Foundation June 1974-June 1978
Indianapolis, Indiana $94,742

Summer Institute for Health Professions Careers

The program is designed to increase enrollment in the health related professions of optometry, podiatry, pharmacy, audiology, speech pathology, and physical therapy from minority, disadvantaged, and low income groups (Blacks, Native Americans, Spanish-surnamed Americans, women, and veterans). The Institute will provide an introduction to the opportunities for useful careers in those professions, and indepth counseling and guidance directed toward immediate and subsequent matriculation in a health professions instituion. The institute will be divided into two separate programs, a 6-week college institute for 40 students from throughout the Nation having a

minimum of 1 year of college education and a 2-week high school institute for 30 Indiana students entering their senior year. Both institutes will provide basic course work in core courses, field trips, and a lecture series with speakers from various related health disciplines.

Purdue University June 1974-August 1978
School of Pharmacy $95,687
West Lafayette, Indiana

Minority Student Development Through the Pharmacy Education Program (PEP) and Internships

The purpose of this project is to further increase the enrollment of minority students by providing the necessary financial assistance to pre-pharmacy minority students enrolled in the Pharmacy Education Program (PEP), which is an academic and social bridging program between high school and college. In addition, this proposal is designed to increase the level of retention for those minority students already enrolled in pharmacy by placing these students in summer internship positions in community and hospital pharmacies that serve the minority community. A third project component would offer an opportunity for a 4-week campus educational experience to minority students who have just completed the junior year in high school. They course offerings would include an introduction to health careers seminar. Participants include Black Americans, Mexican Americans, Puerto Ricans, Cuban Americans, and Native American students.

KANSAS

Kaw Valley Medical Society November 1972-August 1978
Kansas City, Kansas $365,229

Health Careers Program for Disadvantaged Youth

This health careers coordination program is designed to attract the interest of minority and/or disadvantaged youth in the Kansas City and Wichita, Kansas areas. Efforts are directed at assisting high school students and counselors to become more aware of health careers, kinds of training available, and college preparation by providing role models and career-connected educational, social, and work experiences. Coordination of the various training facilities in the geographic locale to increase and upgrade minority workers in health careers and to improve high school and college curricula is also an objective. Other program activities include health career orientation of elementary students; complete assistance to selected junior high school students in obtaining admission to medical school by 1982; and, the provision of information and assistance in obtaining a medical education to any minority premed student enrolled in a regional college. Black Americans are the primary recipients of the program activities.

United Tribes of Kansas and Southeast Nebraska July 1974-June 1979
Horton, Kansas $219,427

Special Indian Health Careers

This grant supports efforts for identifying, selecting, recruiting, and supporting Native American students and their parents in high schools and elementary schools in order to interest them in selecting a professional and paraprofessional health career. Other areas of concentration include indepth educational-psychological assistance through guidance counseling services, the development of a Health Careers Club, the selection of more role models in the health disciplines, and the identification of barriers and strategies for overcoming them. Another objective is the integration of already existing community health services into the activities of the health careers program. Nineteen Native Americans will be new recipients of this special program in the 1977-78 school year.

University of Kansas September 1972-August 1978
School of Medicine $192,064
Kansas City, Kansas

Minority Recruitment and Development for Medicine

The University of Kansas Medical School has developed a comprehensive recruitment, development, and retention program for individuals from minority-disadvantaged groups. This program has the following objectives: (1) recruitment of minority-disadvantaged students at the undergraduate level; (2) achievement of adequate preparation of incoming minority-disadvantaged students; and (3) achievement of maximum retention of these students. An assessment and support system has been activated to help minority-disadvantaged students overcome educational difficulties, financial problems, or socioemotional impediments. A prematriculation Summer Enrichment Program has been established along with ongoing tutorial and counseling programs to insure that these students not only matriculate in medical school, but also graduate. Most of the participants of the program are Black Americans.

KENTUCKY

Lees Junior College July 1975-June 1978
Jackson, Kentucky $97,176

Special Minority Careers Program

The primary goals of this project are to identify and recruit disadvantaged students in the Appalachian area who demonstrate academic potential into the first 2 years of a health career program; provide students with special career and academic counseling; provide an experiential education element for health career students through the ongoing Co-op Program and through

special summer programs jointly sponsored by Lees and health agencies, medical practitioners, and hospitals; provide special academic enrichment courses so that students can transfer into health and allied health career programs at the university level; and, place students transferring from Lees into a variety of health career programs and allied health programs at State and regional universities.

LOUISIANA

American Foundation on Negro Affairs (AFNA)
National Education and Research Fund
Medical Division
New Orleans, Louisiana

December 1976-September 1979
$788,276

New Access Routes to Medical Careers

The AFNA Project consists of interlocking educational phases designed to recruit, retain, and support minority and/or low socioeconomic group students through a corridor of educational and clinical science activities directly leading to professional schools of medicine and science. The phases span the 11th and 12th high school years, the 4 college years, and graduate and professional school years. Designed as a comprehensive educational and clinical science continuum, each phase presents an intensive series of didactic and practicuum experiences, including formal academic and tutorial courses, lecture and seminar series, individualized counseling, and guidance, and professionally supervised clinical or medical science preceptorship. The program is operated in conjunction with the medical, professional, and high schools of New Orleans.

Tulane University
Medial Center
New Orleans, Louisiana

September 1972-August 1978
$519,293

The Medical Education Reinforcement and Enrichment Program

The purpose of this project is to increase admissions and enrollment of individuals with a potential for education and training in the health professions, particularly those students who come from minority, rural, or low income groups whose background and interest make it reasonably certain that they will engage in the practice of medicine or public health in severe shortage areas. The program is designed to identify, motivate, recruit, admit, and retain minority and/or otherwise disadvantaged students at the premedical and medical levels. Primary objectives include recruitment of minority students, the establishment of a summer program, an academic tutorial program, a summer-directed study program, and an effective evaluation of these program components.

MASSACHUSETTS

Harvard University September 1972-August 1978
Faculty of Arts and Sciences $2,089,180
Cambridge, Massachusetts

Harvard Health Careers Summer Program

The Health Careers Summer Program is designed to provide an intensive enrichment experience for disadvantaged students from colleges where opportunities for rigorous preparation in the sciences are unequal to those in the larger universities. This effort involves recruitment and screening of applicants and provides them with competitive premedical courses, intensive personal tutorial and counseling, clinical experience, and an interview program involving recruiting officers from medical and dental schools. Participants in the program have been Black, Chicano, Puerto Rican, American Indian, Asian American, Caucasian, and Eskimo.

ODWIN Health Careers, Inc. June 1974-June 1978
Roslindale, Massachusetts $448,736

An Action Center for Thinking in Health

The purpose of ODWIN-Health Careers is to assist individuals, 16 years of age and over, who are interested in a health career to prepare adequately for entrance and successful completion of the training necessary in a specific health profession. Services are available to any resident of Greater Boston. Operating on a 9:00 a.m. to 9:00 p.m. schedule, 12 months a year, the staff provides career counseling and preparatory academic assistance in the form of individualized instruction in English, math, reading/study skills, and science to individuals; community service in the form of consultations; and assistance to students and faculties of health training schools regarding various aspects of minority students' matriculation. Over 300 students are benefiting from the program; more than three-forths are female, and two-thirds are Black Americans.

Tufts University July 1975-June 1978
School of Dental Medicine $136,061
Boston, Massachusetts

Testing and Reinforcement for Minority Dental Students

The components of the program are to screen, test, interview, and admit the most qualified and potentially able dental students, and to retain these students in school. Students involved in the program follow the regualr curriculum, which includes lectures, laboratories, clinics, and seminars in basic sciences, preclinical, and clinical dentistry. Training is given in externships, hospital clerkships, and selectives. Special academic reinforcement programs are offered on all levels, aimed at retention of the students in dental school. A followup will be performed of minority students who graduated 5 years before and 5 years after the onset of this project.

Tufts University July 1975-June 1978
School of Medicine $109,926
Boston, Massachusetts

Minority Student Career Program in Medicine

This grant has as its major components the recruitment and retention of minority students in the Medical School; maintenance and expansion of tutorial and counseling services to enrolled minority students; the encouraging of future placement of minority students by utilizing them in ethnic neighborhood clinics for instruction to patients in primary care and preventive medicine; and, the provision of a summer enrichment course in the areas of biochemistry and histology to prepare a group of selected students for these two courses. The Boricua Health Organization, Aspira, Association of American Indian Physicians, and the Student National Medical Association have continued to be utilized as recruitment resources.

MICHIGAN

The Regents of the University of Michigan July 1977-June 1980
College of Pharmacy $112,244
Ann Arbor, Michigan

A Minority Recruitment/Retention Program in Pharmacy

This project stresses support of programs for recruitment and retention of qualified individuals from minority groups. Through these programs, it is intended to increase minority representation within the profession of pharmacy by fostering a climate that insures successful completion of the B.S. (Pharmacy) degree program by a significant number of able and motivated students of Black, Oriental, Spanish-surnamed, and Native American origin who, due to socioeconomic factors, are disadvantaged. The program is supported by the College Minority Recruitment Counseling Office and its services.

Wayne State University July 1975-June 1978
School of Medicine $499,023
Detroit, Michigan

Recruitment of Black Men and Women for Medicine

The purpose of this grant is to support a number of Black men and women who enter and successfully complete the educational program leading to an M.D. degree. This is attained through a comprehensive recruitment and developmental program aimed at admission, retention, graduation, and the utilization of combined activities of counselors, faculty, institutional committees, community doctors, and university resources. Activities include the identification of 10 degreed Black students (undergraduate); 300 high school students from the Detroit school system and a total of 300 students from 2 and 4-year colleges and universities, to provide them with more comprehensive and relevant guidance, exposure, preparation, and personal growth of Medical School admission.

MINNESOTA

University of Minnesota July 1972-June 1978
School of Medicine $672,246
Duluth, Minnesota

Native Americans into Medicine

The Native Americans into Medicine Program (NAM) is a coordinate campus approach to motivate, recruit, and retain Indians and other minorities into health care delivery areas. The main goal at the Duluth Campus is to educate general practitioners for rural practice. Indian students can attend tuition-free Morris Camous, as both campuses are close to large Indian populations. The NAM Program's main thrust is to have an academic summer program for preparing students who are applying to health professional schools or who have entered and have been accepted. Emphasis has also been placed on specific undergraduate program areas.

University of Minnesota July 1975-June 1978
College of Pharmacy $449,955
Minneapolis, Minnesota

Health Careers Development Program

Major program aspects include assistance for students in determining their health career interests, tutoring in the health science areas year-round, and training for taking entrance examinations to health professions schools. An extensive referral system is ongoing which involves 14 special programs on the University campus. A Post-Baccalaureate Program has been developed to assist students in recognizing and compensating for weak areas in their training in order to enter health professions schools. Blacks and Chicanos from high school age to the more mature adult are participating in the program.

MISSISSIPPI

Alcorn State University July 1975-June 1978
Department of Biological Sciences $191,589
Lorman, Mississippi

Training Health Occupation Potentials - Operation HOP

This program is designed to motivate and prepare students for successful careers in the health professions and to encourage them to practice their professions in rural and/or other areas where there is a severe shortage of health personnel. The specific objectives are to design new curricula and upgrade present curricula; develop a program or curriculum with a career ladder approach; recruit students from the State of Mississippi, specifically from the southwest area; and, provide assistance to those persons who,

because of being disadvantaged are in need of special training to meet requirements for admission into professional institutions offering degrees of certificates in areas of allied health. Special assistance will also be given to those persons who have not been able to pass the board of qualified examinations for certification. The participants in this program are Black, disadvantaged students, many of whom are women.

Mississippi Valley State University July 1972-June 1978
Itta Bena, Mississippi $1,099,398

Operation HOP - Training Health Occupation Potentials

This program seeks to motivate and prepare individuals for successful careers in the health professions and to engage in the practice of their professions in rural or other areas having a severe shortage of health personnel. The University is attempting to increase the number of minorities, primarily Black Americans, in the health professions through a coordinated Health Careers Program by identifying and recruiting those disadvantaged individuals whose career interest includes the field of health. The program is trifold and provides a curriculum that is designed to motivate and prepare undergraduate students; provides a curriculum based on a career ladder level that will permit a salable health skill; and, provides assistance in learning to those individuals who, due to socioeconomic factors, are in need of special assistance.

Rust College September 1972-August 1978
Holly Springs, Mississippi $525,946

Remediation and Enrichment Program

The Rust College Health Career Opportunity Program is designed to provide a systematic lower-division remediation and enrichment program for academically able, but disadvantaged students. A specialized tutorial curriculum developed by modifications and additions to present courses is essential. The program is directed toward Mississippi Appalachian residents who have expressed desires toward abilities to attend schools in the health fields. The basic operation lies in special tutorial and supplementary activities, that will encourage practice in the Mississippi Appalachian area of those students completing degrees.

Tougaloo College July 1973-June 1980
Tougaloo, Mississippi $765,097

Pre-Health Program

The objective of the program is to train 60 minority students from Mississippi for entry into health professional schools over the next 3 years and to encourage them to return to the State to practice. The features of the program,

whose recipients are primarily Black Americans, include recruitment from Mississippi high schools; preprofessional training with additional financial aid provided by the college; extra academic reinforcement provided by summer program for entering freshmen emphasizing fundamentals of science, mathematics, and English; test review techniques, and special clinics for various subjects; counseling activities, including a prehealth club and health careers orientation in the prefreshmen summer program; and, summer work with Mississippi health care delivery.

MISSOURI

Midwest Education Training and Research Organization
Kansas City, Missouri

July 1975-June 1978
$191,655

Minorities for Health Careers

The primary objective of this grant is to recruit high school graduates from economically disadvantaged minority groups for enrollment in preprofessional college programs leading to careers in medicine, dentistry, osteopathy, and pharmacy. High School students, beginning at the freshmen or sophomore years, will be made aware of opportunities in health careers. Newly-organized Health Careers Clubs at each target site (Des Moines, Iowa; St. Louis and Springfield, Missouri; and the rural area of southeastern Kansas) will be carefully nurtured so that strong, fully-developed, independent organizations can be maintained.

Social Action Committee of Twenty
Kansas City, Missouri

July 1975-June 1978
$264,504

Social Action Committee of 20 Health Careers Program

The primary objectives of this grant program follow: to involve seven elementary and four secondary schools in the Kansas City, Missouri School District with a minority enrollment of at least 70 percent in health career education by the organization of health clubs; to provide career exposure to 10 minority students currently enrolled in health career education. This activity provides 20 hours per week of on-the-job training at the rate of $2.35 per hour and will be coordinated with the Youth Action Coalition Career Explorer Program; and, to involve as many phases of the community as possible in the health career recruitment: the school system, businessmen, block clubs, PTA groups, Jackson County Medical Society, health professional groups and church groups. Blacks and Chicanos are the primary recipients of this program.

MONTANA

Billings Area Indian Health Board July 1977-June 1978
Billings, Montana $61,263

Health Careers Recruitment Project for Native Americans

The purpose of the program is to recruit 25 Indian students into careers in the health field. The project is sponsored by the Billings Area Indian Health Board, a nonprofit corporation made up of Indian people from the eight Indian reservations in Montana and Wyoming. The approach to recruiting will consist of delivering three, 4-day workshops for up to 75 Indian students and counselors in the area. A project coordinator and assistant will make visits to schools to recruit participants and to do follow-up on students who wish to pursue a health career. The workshops will focus on six content areas: (a) Career Choices in the Health Field; (b) Training, Education and Preparatory Opportunities; (c) Financial Assistance; (d) Employment Opportunities; (e) Supportive Services; and, (f) Personal Planning for a Health Career.

Montana State University July 1975-June 1978
Center for Native American Studies $129,846
Bozeman, Montana

Native American Health Professions Development Project

The purpose of the program is to recruit more Montana Native American students into the health career professions at the University and to provide a retention program to decrease the attrition rate. Students are recruited to enter the following Health Career programs: Pre-Medical and W.A.M.I., Pre-Dental, Pre-Veterinary, Pre-Pharmacy, Microbiology, Psychology, and the School of Nursing. Methodology for recruitment will be personal contact by project staff with students and counselors and a comprehensive information dissemination effort to create awareness regarding program opportunities among students, counselors, parents, and community people. The educational retention program will employ the following activities: Coordination with the proposed summer program at the University, quarterly registration-week orientation programs, skills development classes, comprehensive testing and placement, tutoring and counseling services, an internship program, graduate and career placement services.

University of Montana August 1973-June 1978
Native American Studies Program $318,816
Missoula, Montana

Indian Careers in Health

Indian Careers in Health is a project designed to recruit and retain Native American students majoring in health careers. The primary emphasis is on retention; the project staff provides academic advising, counseling, and coor-

dinates tutoring for target students. A summer institute is conducted for 25 selected students for intensive skills development in the sciences and college preparation. Other project activities include efforts with appropriate University faculty and administrators to improve prehealth curriculum and meet the unique needs, where possible, of Native American students.

NEBRASKA

University of Nebraska
Medical Center
Omaha, Nebraska

July 1976-June 1979
$99,508

Health Career Opportunities for Minorities

This training grant sponsors activities which will increase recruitment to, retention and progression of minority and economically disadvantaged students through the various colleges and programs at the University. Emphasis will be placed on recruiting Blacks, Indians, Chicanos, and mainland Puerto Ricans from the State of Nebraska. The program will provide services to enrolled minority students, e.g., tutorials, counseling, and community adjustment; provide counseling and motivational activities for minority students in the State's 31 colleges; continue and expand the existing minority health career projects for motivating and counseling secondary students in the State; and, provide a summer enrichment project for 20 highly motivated 11th and 12th grade Nebraska students.

NEVADA

Inter-Tribal Council of Nevada Inc.
Reno, Nevada

September 1977-August 1978
$8,053

Health Careers Awareness and Work Experience Summer Program

The Inter-Tribal Council of Nevada, Inc., seeks to establish and maintain a program to improve the motivation and incentive of Indian high school students in Nevada in health and/or allied health professions through a combined Health Careers Recruitment Program and Career Awareness and Work Experience Summer Program. The objectives and achievements are to establish an intensive Summer Career Awareness and Work Experience Summer Program; to assist students while they consider and plan for a health career; and, to provide guidance, counseling, and placement services.

University of Nevada July 1977-June 1980
Division of Health Sciences $244,022
Reno, Nevada

Health Careers for American Indians Program (HCAIP)

The program seeks to provide and improve access to educational programs and careers in the health professions and occupations for students of American Indian descent enrolled on the member campuses of the University of Nevada System. The program is aimed at active recruitment, advisement, motivation, and retention of such students, utilizing techniques of information, counseling, tutoring, workshops and peer support systems, as well as assistance in job placement and followup continuing education. The primary emphasis of the program is on multilevel college and university programs and curricula in the health field. Proposed new features of the program include a health career preceptorship experience and emergency medical training for selected Indian students, and the formation of a working consortium of agencies and programs concerned with health career opportunities.

NEW JERSEY

College of Medicine And Dentistry of New Jersey July 1975-June 1978
$237,720
Newark, New Jersey

Minority Students for Medicine and Dentistry Programs

This minority program helps insure a sufficient pool of minority applicants by identifying undergraduate minority-disadvantaged students who give the indications of being motivated and capable of pursuing a medical and dental education. A summer work-study program provides an academic curriculum appropriate to the students' current status. There are different offerings for incoming medical and dental students and premedical and predental college students; a learning skills program compulsory for all students, and concrete work experience concomitant with classroom activities. Minority students in the summer programs are awarded living support for approximately 8 weeks.

NEW MEXICO

University of New Mexico September 1977-August 1978
School of Medicine $466,040
Albuquerque, New Mexico

Basic Science Enrichment Program

Increased admissions and retention of minorities in medical school are the two primary purposes of this grant, which are achieved through an active recruitment effort and by strengthening the basic science background of academic "high risk" students. Exposing students to an intensive academic program during the summer preceding their entry into medical school accomplishes these goals. Students attend seminars on the unique health problems facing minority communities in the Southwest and receive tutoring

and counseling from third year minority medical students who serve as full-time tutors in the program. The recruitment effort includes visits to all New Mexico undergraduate colleges and advisement and counseling of potential minority applicants.

NEW YORK

Aspira of America, Inc. July 1974-October 1978
New York, New York $999,193

Aspira National Health Careers Program

The focal points of the project are recruitment, career personnel counseling, retention, and placement for Puerto Rican high school students. Recruitment brochures in English and Spanish are utilized and audiovisual materials for counseling have been developed. Summer work-study programs developed in five cities for students to work in health facilities have been successfully launched. Approximately 350 students have participated in the program. All phases of the health delivery system are included in the training.

Brooklyn College of CUNY July 1975-June 1978
Brooklyn, New York $134,717

Brooklyn College Health Career Opportunity Program

This program is aimed at low income students in New York City. It serves 200 minority students: Asian, Black Americans and Hispanic. It is being expanded to 300 students and will include low income whites. The expansion consists of the systematic development of program recruitment, career conferences, and preceptorships. Students are recruited from Brooklyn College, various high schools, and prospects now not in school. Career conferences are aimed at students entering college, informs them about career opportunities, and explains the college programs which prepare them for helath careers in podiatry, optometry, dentistry, medicine, allied health professions, and nursing.

Chinatown Action for Progress, Inc. July 1975-June 1978
New York, New York $269,890

Project AHEAD-Asian Health Education and Development

Primary purposes are: increasing awareness among Asian American professionals and students about career opportunities in the health professions (specifically medicine, dentistry, osteopathy, podiatry, pharmacy, public health, and veterinary medicine); and stimulating Asian Americans to enter into health professions and to return to practice within their respective communities after training. A community Health Externship Program has been established through which 20 college students will be placed in health institutions to gain familiarity with the health care delivery system. In addition, a

health career information resource center has been developed for both high school and college students. Furthermore, a tutoring program, speakers bureau, educational field trips and special events such as health careers conferences will complement of Externship Program.

Cornell University July 1977-June 1980
Medical College $254,034
New York, New York

Recruitment and Retention of Minority Medical Students

The objectives of the program are to increase the enrollment of minority group medical students at the institution and to graduate minority group physicians capable of occupying leadership positions in clinical practice, teaching, or research. Approximately 20-22 Black and Hispanic students have been recruited into the summer program. Each fellow has the opportunity to pursue an independent research-study project under the supervision of a medical researcher of the faculty. A special basic science course is provided and tutoring, seminars, and counseling are also incorporated in the program.

Montefiore Hospital and Medical Center July 1975-June 1978
New York, New York $57,773

Summer Fellowship Program of the Residency Program in Social Medicine

The Summer Fellowship program is an 8-week training project for minority medical students. The 10 students accepted learn about the problems of delivering medical care in a ghetto, understand the interface between medical and social problems, and are encouraged to practice medicine in such areas upon completion of training. The students are taught social medicine and community health by didactic seminars, team experiences in a neighborhood health center, and field research projects done in small groups. Participants are of Black or Puerto Rican descent.

Mount Sinai July 1975-June 1980
School of Medicine $663,866
New York, New York

Secondary Education Through Health Transition Program

The purpose of the Secondary Education Through Health (SETH) Transition Program is to recruit qualified minority, educationally disadvantaged, senior level high school students to underake a 1-year training program, to motivate them to improve their academic knowledge and skills, to identify and choose a career interest, and to find a placement in a postsecondary program to further train for their career. The program's goals are achieved when the SETH graduate completes the training and finds employment, thereby returning to the community immediately the benefits invested through this special training program. The target population primarily includes Black and Hispanic students.

National Medical Fellowships July 1977-June 1980
New York, New York $281,158

Increased Enrollment of Minority Students in Medicine

The objective of this project is to increase the number of physicians from among American Blacks, Mexican-Americans, American Indians, and mainland Puerto Ricans. Various recruiting devices are utilized especially by offering financial support for needy members who wish to attend medical school. Information about the program is disseminated by NMF through its publications, correspondence and visits to colleges and medical schools through contacts with organizations and individuals who are in touch with minority students and through meetings and symposia organized by NMF designed to acquaint medical school educators and others with problems and progress in minority medical education.

National Scholarship Services Funds for Negro Students July 1975-June 1978
$252,746
New York, New York

Increasing the Number of Minority Health Providers

The primary objectives of this study are to increase and facilitate the enrollment of and retention in postsecondary institutions for minority and low-income students interested in health and health-related fields of study. High school students, drop-outs, and veterans from throughout the New York City Metropolitan Area and Essex County, New Jersey, who have expressed an interest, are encouraged, counseled, and referred to appropriate postsecondary institutions. Direct contact is made with secondary schools, Talent Search, Upward Bound Programs, and community counseling agencies. All existing forms and sources of student financial aid, health services career information, and health-related fields of study and training programs are locally publicized. A followup program designed to insure successful completion of study in preparation for health service careers has been implemented.

New York Medical College July 1974-June 1978
New York, New York $116,220

Summer Careers Program for Minority College Students

This project provides an 8-week Summer Program designed to assist minority and disadvantaged students in developing greater insights into selected areas of the basic sciences (anatomy, physiology, and biochemistry with concomitant lab), which first-year medical students, in general, find difficult. Also included, are a limited number of clinical workshops given by physicians from various specialties; hospital rounds throughout Westchester County Medical Center; and a course in developmental reading structured to improve speed and comprehension. To further solidify this curriculum, two experienced psychologists are helping students to handle stress as well as anticipate problems which may surface during medical training. The utilization of upperclass students as Teaching Assistants is another component of the program.

SUNY Upstate Medical Center July 1975-June 1978
Albany, New York $248,172
Opportunities in Health Careers

The purpose of this program is to identify, encourage, assist, and offer opportunities for enrollment to minority and/or disadvantaged individuals with a potential for education and training in the health professions. Admissions and retention programs for disadvantaged students already identified and enrolled as Educational Opportunity Program students are underway. Students are recruited from all minority groups in both urban and rural areas. Attempts will be made to attract minority students who are admissible under regular admissions criteria, but who may be unaware of the opportunities in the health field. Activities include high school science enrichment programs, preadmission counseling services, and tutoring.

NORTH CAROLINA

Bennett College September 1975-August 1978
Greensboro, North Carolina $149,994
Sixteen Black Institutions Health Science Consortium

This program is designed to identify, recruit, and qualify minority and/or disadvantaged students for admission to and retention in health sciences training programs. The focus is on a mechanism for directing minority students in increasing numbers into the health manpower training pipeline and on facilitating transitions on a health career ladder approach leading to a variety of professional and occupational health fields. The project plan is comprehensive in scope, including: recruiting, retention, and counseling of student trainees; disseminating information relative to various health careers to target students; providing practical experiences in health clinical facilities, as well as in summer supplemental training programs; and implementing a competency-based health sciences training program at each of the consortium institutions.

East Carolina University September 1977-August 1980
School of Medicine $298,982
Greenville, North Carolina
Training Program for Minority Students in Health

Program objectives include recruiting minority students from high schools, technical schools, community colleges, and the 16 predominantly Black colleges in North Carolina who meet the eligibility requirements for admission at ECU, and to increase minority enrollment by 50 percent during the first year of project funding. The minority student will be encouraged to practice in a designated shortage area in North Carolina. The following activities are conducted: recruitment in the community colleges, technical schools, high schools, and from the 16 predominantly Black colleges and universities in North Carolina; admissions and transitions; retention, counseling, tutoring, workshops and seminars; and other student support services. The primary facilities utilized are the School of Medicine, Nursing, Allied Health, and the Afro American Cultural Center at ECU.

OHIO

The Ohio State University Research Foundation July 1975-June 1978
Columbus, Ohio $273,235

Preparation for Entrance into the Health Professions

The purpose of the program is to provide both the necessary guidance and academic courses to increase the interest, knowledge, and ability of minority students in regard to the health professions. The target population will be freshmen and sophomores presently enrolled at Ohio State University or at any one of the junior or community colleges in Ohio and representing minority, disadvantaged and/or low-income groups. The criteria for selecting the 100 participants will be: family income level, cumulative grade point average, scholastic ability in mathematics and science, autobiographical sketch, and an essay dealing with why the student would like to participate in the program, and a personal interview. Students will be made aware of the training required and career opportunities available in the broad range of health professions. The educational program will consist of beginning and advanced academic courses in mathematics and science, regular university academic courses in mathematics and science, an occupational orientation course, and tutorial sessions.

Wilberforce University July 1975-June 1978
National Science Division $230,994
Wilberforce, Ohio

Minority Health Career Development

The training program will guide minority students, all of whom are Black Americans, through a series of activities that will prepare them for health careers. The following activities are planned: introductory biology course — to provide students with increased knowledge of health careers and give them the necessary guidance and motivation to successfully pursue career training in these areas; competency-based curriculum development in biology courses; courses relevant to health careers — to provide students with microbiology, histology, and human anatomy courses, for the development of minority students for entry level to semiprofessional or professional careers; and field training in hospitals via co-op jobs — to provide students with opportunities to preview certain career choices and to more effectively develop their career potentials by working in a hospital setting.

OKLAHOMA

Cherokee Nation of Oklahoma September 1972-August 1980
Tahlequah, Oklahoma $780,856

Eastern Oklahoma Indian Health Careers Project

The purpose of this project is to identify, recruit, motivate, train, evaluate, upgrade, and prepare Indians for enrollment in the health sciences.

Generally, the concentration will be with junior and senior high school students and freshmen and sophomores in college. In addition, Indian adults will be considered for upgrading (i.e., LPN to RN) and for returning to school if their education had been interrupted. Approximately 88 health career classifications will be utilized that tend to be realistic and practical for Indians. All high schools and junior and senior colleges in Eastern Oklahoma will be visited and all Indian students contacted on a personal basis. Two, 3-week summer programs will be held at two different universities located in the program area. A summer chemistry course will be conducted for students that attend high schools where chemistry is not taught. Special counseling films; questionnaires; slides; training sessions; tutoring; motivational meetings; and trips to medical centers, hospitals and clinics, are all used to interest the students in health careers.

Oklahoma State Regents for Higher Education August 1977-June 1980
Oklahoma City, Oklahoma $524,705

Minority Health Career Program

The purpose of the program is to increase the representation of socioeconomically disadvantaged students in the health science professions. The program is structured into various components. High school students will be identified from the target population and will be recruited and counseled toward health science careers. Postsecondary, preprofessional training is given thorughout the trainees' undergraduate careers, and academic skill, personal and social deficiencies that may impede will be identified and corrected for professional success. A summer enrichment program will be provided specially and formulated to individual trainee academic needs for 2 months between the sophomore and junior years of college. A special program of preparation for preadmission evaluation includes Medical College Admissions Tests, interviews, references, and other measures. The end product of the program will be an increase in target population participation in the fields of medicine, dentistry, nursing, pharmacy, and other health science related professions.

University of Oklahoma September 1975-August 1978
Health Sciences Center $119,578
Oklahoma City, Oklahoma

Career Opportunities in the Health Sciences

This grant funds a summer program at the University for minority and other disadvantaged high school and college students of limited science opportunity. The main objectives are to make these students aware of the options open and career opportunities available in the health sciences. The program involves a ten-wheel research experince in which students become actively involved in an ongoing research project in the Health Sciences Center. Health science professionals are involved and work with students on a one-to-one basis. A variety of seminars and tours during the week are held and academic credit is

given for students eligible for college or university status. Academic and career counseling is available for each student during the summer and during the school year. The ultimate goal is to increase the representation of minority group and disadvantaged students into health professional schools. Black Americans and Native Americans have been the primary participants in the program thus far.

University of Oklahoma July 1977-June 1980
Health Sciences Center $109,604
Oklahoma City, Oklahoma

Headlands Indian Health Careers

The program is structured into several components interlocking over a 5-year period. High school students who are socioeconomically disadvantaged are identified, recruited, and counseled toward health science careers. Postsecondary, preprofessional training is provided thorughout the trainees' undergraduate years. A summer enrichment program has been developed and formulated to individual trainee academic needs for 2 months between the sophomore and junior years. A special program of preparation for preadmission evaluation to include Medical College Admissions Tests, interviews, references, and other measures has been planned and a preenrollment summer adjustment program designed to provide orientation for entry into the professional schools. Work experience is provided, a faculty advocate is assigned, and a financial packet is assembled. These Native American students are guided by the program toward careers in medicine, dentistry, nursing, pharmacy, and other health professions.

OREGON

Northwest Portland Area Indian Health Board July 1975-June 1978
Portland, Oregon $67,568

Indian Health Manpower Development Summer Internship Program

The four primary objectives of this grant program are to provide guidance and counseling to Indian students interested in health professions or health management careers; establish an Indian student health career summer program to give approximately 10 students on-the-job motivational experience in various health facilities; provide stipends to students during the summer program; and encourage future placement of Native American students in the health professional schools. Participating students range from seniors in high school through graduate school.

AFNA National Education and Research Fund
Philadelphia, Pennsylvania

September 1972-October 1978
$1,767,825

New Access Routes to Medical Careers

The AFNA Plan consists of four interlocking educational phases designed to recruit, retain, and support Black and other minority students through a corridor of educational and clinical science activities directly leading to professional schools of medicine and health sciences. Phase I begins after a student has completed the 10th grade. Basic elements of Phase I include comprehensive academic tutorials, counseling and guidance, a preceptorship with a university faculty member in the biomedical sciences, and a summer educational program between the junior and senior years. Phase II mirrors Phase I and begins when the student enters college. Guidance continues, facilitated by a national communications network between AFNA and 66 colleges and universities attended by AFNA scholars. Phase III takes the student through the last 2 years of college, and Phase IV begins when the student enters medical or other health professional school.

Greater Erie Community Action Committee
Erie, Pennsylvania

September 1977-September 1979
$26,411

Pharmacy Assistant as a Health Career for Minorities

This program consists of providing a basic 1-year college education (with courses similar to those taken by nursing students) followed by 1 year of paid, on-the-job training at a local hospital. After the 2 years, graduates are awarded a certificate as a pharmacy assistant and are given a job. The college courses are regular classes in chemistry, anatomy and physiology, communications, history of medicine, and a few electives. Lectures and field trips are also provided.

Medical College of Pennsylvania
Center for Women in Medicine
Philadelphia, Pennsylvania

July 1975-June 1978
$38,004

Summer Premedical Program

The Summer Premedical Program is designed to provide women college students, who are considering medicine as a career goal, with an exposure to the field of medicine and to enable the students to observe women physicians and scientists in action. Students are assigned to individual departments to work with a preceptor on a specific project. In addition to working in a department of the hospital and college, the students are given the opportunity to view various medical and surgical procedures, attend seminars, grand rounds, and also to meet the faculty, staff, and medical students. The 10 trainees are Penn-

sylvania college women who have completed at least their freshman year. The majority are premedical students interested in gaining work experience and an orientation to the medical field as a career option for women.

Pennsylvania College of Optometry July 1977-June 1980
Philadelphia, Pennsylvania $21,180

Optometric Clerkships in Manpower Shortage Areas

This program is for those minority students accepted into the doctorate program in optometry where there are indications that additional academic enrichment would be beneficial, and enhance chances of successfully completing the course. The summer enrichment program will be 6 weeks in duration and include training in learning skills, remedial academic work, and a motivational program. Within this 6-week program, learning skills and study habits will be assessed and modified and/or reinforced. The academic portion of the program will emphasize biological sciences, mathematics, and geometrical optics. The motivational program will be interwoven throughout the 6-week period, which will include presentations by minority optometrists and optometric students, and field visits to minority optometrists' offices.

Temple University July 1972-June 1978
School of Medicine $704,625
Philadelphia, Pennsylvania

Recruitment, Admissions, and Retention Program

The purpose of this program is to identify, recruit, admit, and retain ethnic minority, disadvantaged, and rural students in order to produce significantly greater numbers of physicians from such backgrounds. The program is characterized by the early identification and continuous career development of such potential applicants primarily attending colleges and universities in the region; the admission of greater numbers of such students who have the ability to complete professional education, by establishing and utilizing criteria, policies, and mechanisms; and the provision of flexible academic support and personal services that maximize student's academic success and their perceptions of life-goal achievements. The program will provide for summer-only educational reinforcement activities which will exclusively provide academic preparedness training and counseling to such medical students who have been granted acceptances into the freshman year.

PUERTO RICO

University of Puerto Rico July 1977-June 1980
School of Dentistry $291,407
San Juan, Puerto Rico

Dental Program for the Disadvantaged

The program consists of several components. A comprehensive evaluation system designed to screen incoming freshman and upper-classmen who may

encounter academic difficulty, and a summer program for entering freshmen identified through the evaluation screening has been developed. Those students who are identified as having academic difficulty receive the necessary support services, such as counseling and tutoring. Formal remedial courses are aimed to help the students improve their performance on the National Board Dental Examinations. In addition, a more flexible curriculum has been designed to allow those students with greater academic difficulties to complete the program requirements beyond the established 4-year period.

RHODE ISLAND

Brown University July 1975-June 1978
Division of Biological and Medical Sciences $134,409
Providence, Rhode Island

Preparation of Disadvantaged Students for Health Careers

The program is designed to draw a unifying thread through an effort to motivate and academically enrich disadvantaged secondary school students, to recruit and provide adequate supportive services to college students enrolling in premedical preparation programs, and to accelerate the recruitment and retention of disadvantaged students for the M.D. program at Brown University. Although the program serves disadvantaged students generally, it makes a special effort to enroll Black students from Rhode Island, Massachusetts, and Connecticut. The program has three major components — a total immersion summer academic enrichment project conducted for high school students and incoming college freshmen interested in health careers, a coordinated program of supportive services for high school, college, and medical students during the academic year, and a special interest reinforcement summer research fellowship program for college and medical school students.

TENNESSEE

Meharry Medical College July 1972-June 1978
Nashville, Tennessee $486,703

Undergraduate Program in Health Care Administration for Minorities

In cooperation with Fisk and Tennessee State Universities, Meharry initiated an undergraduate baccalaureate degree program in Health Administration for minority group individuals. The objective of the program is to recruit, retain, and prepare minority individuals for middle-level management careers in diverse administrative settings, and to prepare these individuals for graduate education in Health/Hospital Administration and/or Public Health. The curriculum is composed of 12 core courses taught on the campus of Meharry Medical College. Program participants are recruited on a national basis from high schools, junior community colleges, and health delivery systems. The

ethnic target recruitment population includes Spanish-Surnamed Americans, Blacks, Native Americans, economically disadvantaged Whites and veterans.

Meharry Medical College July 1972-June 1978
School of Graduate Studies $840,026
Nashville, Tennessee

Biomedical Sciences and Dental Admissions Program

This program offers 8-week summer sessions of intensive premedical instructions in science, mathematics, and verbal skills, as well as an orientation to the health professions. Three levels of instruction are provided to supplement premedical courses. The major thrust of the program is to provide a stimulating experience to the student through a combination of highly individualized instruction, full immersion in a medical school atmosphere, and a culturally compatible environment that permits an identification with medical students and faculty from similar ethnic and socioeconomic backgrounds. Trainees are accepted after their freshman year in college, and may return for a total of three summers, progressing through more advanced subject matter and culminating in biochemistry and physiology that approach the levels of first-year medical school courses. The Dental Admissions Program (DAP) accepts those Black educationally disadvantaged students who have applied to Meharry's School of Dentistry, but received low qualification scores on the Dental Admissions Test.

United Southeastern Tribe, Inc. July 1976-June 1978
Nashville, Tennessee $58,276

Health Professions for Indian Self-Determination

The objectives of the Health Professions for the Indian Self-Determination Program are to motivate and retain 20 Indian students in the health occupations; establish a 2-week summer health orientation seminar; provide a 2-week health residency in a health institution or setting for the same 20 students; and increase awareness and placement of Indians into the health profession through a Regional Health Careers Conference. In the past, 65 percent of the students involved in the program entered a school or a health occupation. The age range of participating students is from 16 years into the fifties.

TEXAS

El Centro College July 1975-July 1978
Dallas, Texas $140,144

Minority Retention in Allied Health Programs

Major objectives of the program are improving the retention rate of minority students with deficient scholastic preparation who enroll in Allied Health

programs at El Centro College; developing alternative teaching methods and materials for minority students; and developing self-instructional remediation programs by experienced faculty for implementation by paraprofessionals. Fifty-six minority Dallas County students per year (Blacks, Chicanos, and American Indians) are enrolled at El Centro and are the target group for tutoring, teaching aids, and other instructional materials developed and utilized to meet program objectives.

Bishop College July 1974-June 1978
Department of Life Sciences $97,313
Dallas, Texas

A Minority Training Program in the Health Professions

The program established at Bishop College is designed to increase recruitment and retention of minority students, mainly Blacks and Asian Americans, for health careers. Major objectives include the establishment of a High School Pre-Health Professions Program to expose 30 minority students per year to health careers; recruitment of the High School Pre-Health Professions graduates and students from other schools into health careers; and the establishment of a Pre-Health Professions Tutorial and Counseling Office to retain minority undergraduate health science students. Tutoring services that reach 150 students have helped increase the minority student retention rate at the College from 50 percent to 90 percent in the past few years.

Pan American University September 1975-August 1978
Division of Health Related Professions $242,143
Edinburg, Texas

Academic Assistance for Students in Health Careers

The purpose of this project is to recruit greater numbers of students, particularly minority students, into curricula leading to health career preparation, to provide learning assistance to those students in need of academic upgrading, and to provide careers planning and placement services specifically for students in health care fields. Students are recruited for programs in nursing, allied health, and preprofessional medical curricula. The program also includes the development of an expanded learning assistance program to involve professional and paraprofessional staff in creating and implementing selected processes to enable students to upgrade academic skills and prepare for examinations used as entry screening devices for a variety of health career professions. Individuals benefiting from program objectives are primarily of Mexican-American origins.

University of Texas July 1974-July 1978
Medical School $347,305
San Antonio, Texas

Health Careers Opportunity Program

The purpose of the Health Careers Opportunity Program is to increase the representation of disadvantaged minority persons in the health sciences. The focus is on high school students who have an interest in a health field and the apparent talent or potential to undertake higher education. The trainees are chosen from a local high school. The program encompasses career information, remedial scientific instruction, motivation, and summer jobs over a period of 11 months at successively higher levels of individual expectation and responsibility. It is conducted and coordinated by students in medicine, nursing, and dentistry in the facilities of the University of Texas Health Science Center at San Antonio and the Bexar County Teaching Hospital. Recipients of the program are primarily Mexican-Americans and Blacks.

UTAH

University of Utah July 1975-June 1978
College of Medicine $39,428
Salt Lake City, Utah

Minority Outreach, Recruitment, and Retention in Health Science

This project locates existing programs at the University of Utah for minorities; defines, then proposes methods for eliminating deficiencies; and provides an integrated system for minority student support. A major goal is to provide quality minority students for the health sciences and opportunities for meaningful work experiences within the underserved health care areas in Utah. Junior and senior high school students from Utah are participants, represented by an ethnic background of American-Indian, Chicano, and Blacks. Activities include lectures, workshops, summer enrichment training, tutorial services, and inservice preceptorship experience.

VIRGINIA

Central Virginia Community Health Center July 1975-June 1978
New Canton, Virginia $135,237

Preparation of Disadvantaged Rural Students for Health Professional Education

The major objective of this grant is to increase the number of applications and admissions in the schools of major and allied health professions of rural, Blacks, women, and other disadvantaged persons residing in the counties of Buckingham, Cumberland, and Fluvanna in Virginia. Activities include a visible Center for Health Careers, extensive counseling, statewide awareness of Black admissions problems to medical schools, modifications of testing and admissions fees, a volunteer placement program, and continuing education.

Eastern Virginia Medical School September 1977-August 1980
Norfolk, Virginia $137,898

Recruitment and Retention of Minority Students

The objective of this program is to increase the enrollment and retention of minority students in a program leading to the M.D. degree at the Eastern Virginia Medical School. At the end of the students' junior year of undergraduate college education, they spend the summer at the Eastern Virginia Medical School. During this time, the students have the opportunity to participate in certain designated classes (histology, biochemistry, and behavioral science) with newly matriculated medical students, as well as other specially designed conferences, work in research or clinical laboratories with individual faculty members, and perhaps of equal importance, are afforded the opportunity to improve learning and reading skills.

WASHINGTON

Northwest Chicano Health, Inc. July 1977-June 1980
Seattle, Washington $135,455

Northwest Chicano Health Institute (NWCHI)

The purpose of the NWCHI is to increase the availability pool of Chicano health students in the Northwest with an extensive community organization effort while providing academic support related to identification/recruitment, admissions/enrollment, retention, and placement. A secondary purpose is to promote the accessibility, responsiveness, and accountability of the educational institutions to the Northwest Chicano community. The NWCHI will provide a community-based health manpower entity which includes the development and implementation of a summer placement program and a regional health information network; the conducting of three statewide Chicano health sciences conferences; and the recruitment of Chicano high school students into the health and allied health professions.

University of Washington July 1975-June 1978
Office of Allied Health Programs $141,019
Seattle, Washington

Health Sciences Pre-Professional Program for Minorities

The goal of this program is to develop a pool of qualified minority students interested in and capable of completing studies in a health profession. One faculty member and 3 half-time teaching assistants will work with approximately 60 entering or sophomore minority students in order to assist, guide, and motivate the students so that they may overcome academic deficiencies. The program is intended to assist these students so they may compete for admission to health professions training programs, and if admitted, will be able to successfully progress in the program selected. Three specialized courses

are offered along with tutoring and guidance. Students are directed in the use of the Study Skills and Tutorial Centers. Input from other academic departments offering science courses needed in the training of health science preprofessionals is coordinated and directed. Additional course work in biology and physics and tutoring also is being developed for student use.

WISCONSIN

The Medical College of Wisconsin July 1975-June 1978
Milwaukee, Wisconsin $64,380

Summer Bridging Program for Minority Medical Students

This is a program for the retention of minority students admitted to The Medical College of Wisconsin. Twenty minority students participate in the 8-week summer program, which has three components: ascertainment of academic strengths and intensive individualized study skill component; introduction of the first-year basic science curriculum; orientation to the school and the community. The students are tested to determine their academic strengths and weaknesses, and depth of knowledge in specific areas. From this data, the students and the staff will be able to concentrate on those areas which create the most difficulty for him or her. Field trips to community health facilities and talks by community minority physicians will be another aspect of this program. Black, Spanish, and Native Americans participate in the program.

University of Wisconsin July 1977-June 1980
School of Medicine $86,916
Madison, Wisconsin

Summer Enrichment Program for Minority Medical Students

The program is designed to identify minorities with potential and interest in the sciences with the purpose of enhancing the enrollment, pursuit, and completion of study in medicine. The overall objective is to increase the number of minority physicians trained within the State of Wisconsin. The primary program characteristic is the development of a Summer Session Project that will be innovative in teaching methods designed to introduce minority students to study skills essential for success in the basic first-year medical courses. During the summer, students will have the opportunity to identify the teaching faculty in the medical school; to become acquainted with the medical school curriculum and with the University campus. An interchange between faculty and students will serve as a base for continuity with the regular curriculum in the Fall semester. An interdisciplinary approach in the areas of anatomy, histology, physiological chemistry, statistics, and preclinical experience will focus sharply on the needs of minority medical students.

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